



**MINUTES
GILLESPIE PRIMARY SCHOOL
LEARNING COMMITTEE MEETING HELD ON
Wednesday 4th June 2025, 6pm**

In attendance

**Michael Padfield (Committee Chair)
Mark Owen (Headteacher)
Katrina Moses (Deputy Headteacher)
Lynwen Jones
Shelley Wragg
Deborah Lee
Shruti Dkolakia
Alicia Jumman
Ashley Smith
Dan Hamilton
Fin Craig
Mandy Leatham (outgoing Committee Chair)
June Hall (Education Consultant)**

Apologies

Tiffany Lee

Introduction

Mandy began the meeting by introducing June Hall to new governors and asking new governors to introduce themselves.

June then asked new governors to say how Gillespie is seen by others from outside. Views included the very good reputation for education as endorsed by the Ofsted rating and available data on improvements that pupils made on their way through the school. Mention was made of the effect on the school of gentrification in the area. The school also had a reputation for knowing each child well and being able to chart a path that most suited each child.

June said that the presentation she was about to give would validate those views. She also said that it was not an accident that the school did these things well. It is the result of hard work by the team at Gillespie.

Performance Data

It was first pointed out that because of COVID, the baseline tests had not been carried out to allow comparative data to be produced officially. The staff highlighted that notwithstanding this, they made sure that they carried out assessments to allow them to have a clear picture of each pupil's progress.

Katrina explained how the school has an assessment fortnight each term for all year groups. The summation is put into a system called Sonar Tracker and shows whether each pupil is below, at,

securely at, above or significantly above the standard. Staff then have a termly pupil progress meeting to look at each child and decide what needs to be done to get them to achieve their best.

June then ran through the published data on the school's performance which showed how well the school was doing, both in absolute terms and in comparison to other schools in the borough and the country. The data also showed how disadvantaged children at the school performed very well, mostly achieving more highly than the national overall score.

There was a brief look at some publicly available data that showed that the school is in at least the top ten percent nationally in all categories and in the top one percent in one area [I did not take a note of which].

DRAFT